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IDENTIFIERS	*University of North Dakota

ABSTRACT

The development of resources for improved instruction and professional development of University of North Dakota faculty members, which was funded by the Bush Foundation, is reviewed. The primary grant activity was the creation of an Office of Instructional Development and the expansion of existing efforts to enhance the quality of instruction at the university. The Office of Instructional Development has provided direct assistance to faculty and staff members by providing resource materials on teaching, consultation, and assistance in instructional development projects. The office provides a central, formalized source of consultation for faculty and staff regarding teaching, and also has sponsored workshops and seminars. The Office has assisted in the following instructional development projects: science education, academic skills, honors, instructional media, and graduate courses related to college teaching. The Bush grants an matching university funds have also made it possible to fund projects: 27 faculty projects and 33 faculty members are identified, along with the project grant awards; and similar information is provided for 39 instructional development contracts in the areas of curriculum, instructional materials, interdisciplinary activities, professional development, department instructional planning, and faculty resources for instructional development. Ten faculty members and their activities and salaries during sabbatical leaves funded through the project are identified. Attention is also directed to advocacy efforts, the organization and governance of faculty development, results of a formal evaluation covering 18 months of the overall program, and future directions. The results of questionnaires on the visibility of faculty development work and faculty expectations are discussed. (SW)

ED219031

INSTRUCTIONAL DEVELOPMENT REPORT

A Program for Instructional Development
at the University of North Dakota

Eighteen Month Report
(July 1980-December 1981)

This report describes, analyzes, and projects the program for Instructional Development at UND, which has been underway since July 1980. This program has progressed half way through the three year funding provided by the Bush Foundation, and the report's three sections "Description," "Assessment," and "Next Steps," provide an overview of this first eighteen months.

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I. Description

In July 1980, the University received a $375,000 grant from the Bush Foundation for creation of a program in instructional development. This grant, the planning that lead up to it, and the experience of the past eighteen months have resulted in an approach to instructional development, and the broader professional development of the UND faculty. This approach has involved new administrative and governing structures, new funding, and new people. This part of the Eighteen Month Report describes the approach, its rationale and activities, and some of its results.

Bush Foundation-funded
Instructional Development Program
University of North Dakota

A Quick Summary

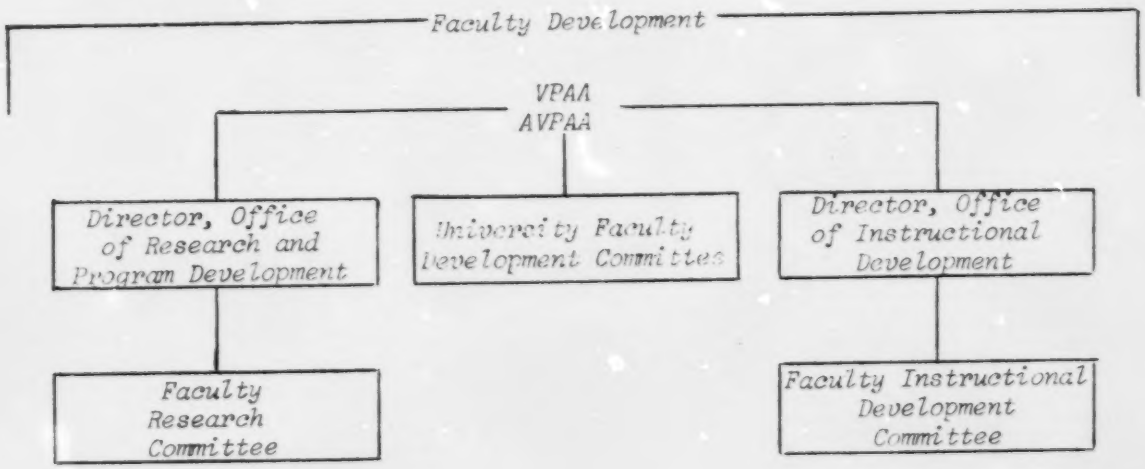
Funding

- Bush Foundation - $375,000 ($125,000 each year for three years)
- University of North Dakota - $177,427 (budgeted over three years)

Objectives

- To provide resources for improved instruction and the professional development of UND faculty members as teachers.

Organization



Activities

- Direct Service (materials, consultation, and assistance to faculty and staff) - 270 persons served

- Funding

Instructional Development Grants	- $30,000 awarded 27 projects funded involving 33 persons from 17 departments $89,000 requested
Instructional Development Contracts	- $68,230 awarded 39 projects funded involving 50 persons 300 faculty/staff served
Developmental Leave Supplements	- $25,000 awarded 10 persons supported from 8 departments

- Advocacy. The Office of Instructional Development has been involved in activities to achieve instructional excellence in a variety of areas, including academic skills, adult learning, general education, science education, honors, computer-aided instruction.
- Other Activities. The Office of Instructional Development has assisted the North Dakota Board of Higher Education, the Bush Foundation, and a number of other institutions in the region with their faculty development programs. The Director has participated as a board member on national faculty development organizations, and has contributed to the literature in the field.

Faculty Development

- Faculty development at UND, which encompasses both instructional development and research development, has been guided by the following definition, produced by the University Faculty Development Committee.

  Faculty development denotes the enhancement of an individual's or group's personal or professional growth in the areas of instruction, research and service to society, North Dakota and the University.

  Initiating responsibility for developmental activities fundamentally shall rest with the individual or the group; however, the University Faculty Development Committee recommends and implements policies

and procedures for these activities in cooperation with the Faculty Research Committee, the Faculty Instructional Development Committee, and the colleges of the University.

A series of opportunities and activities are sponsored and offered to the members of the faculty, individually or in groups, by various agencies on campus, one of which is the UFDC which has been created to assume an informal facilitative oversight function for all campus activities related to development.

Implicit in this statement is the expectation that the University shall give a high priority to providing resources and funding to carry out developmental activities.

· A member of the UFDC summed up the achievements in the UND program of faculty development in this way:

"Quite probably, however, the most profound achievement was provision of a context for development. What I mean by this is, I believe, most easily communicated by reciting what we have not done. We have not fed the speculation that this was evaluation (or worse) by the back door . . . we have not fed the speculation that some superordinate would do something to someone else in some arrogant or offensive way . . . at the same time we have not capitulated to the notions that one cannot define nor assess needs, cannot target critical issues, cannot encourage in areas of perceived importance, cannot use data from multiple sources (including students), to determine priorities, next steps, or whatever. Development need not be haphazard, chaotic, or absolutely individual. I believe a <u>context for development</u> has been established."

Instructional Development

The primary activity, supported by the Bush grant, has been the creation of an Office of Instructional Development and the expansion of existing efforts to enhance the quality of instruction at the University. In the past eighteen months, this office and those efforts have been organized to accomplish one, simply-stated objective:

> To provide resources for improved instruction and the professional development of UND faculty members as teachers.

Activities in instructional development have been initiated, guided, and measured with this objective in mind.

The Office of Instructional Development, staffed by a Director and Secretary, has served a coordinating and administering function for instructional development at UND. Yet, other offices and faculty committees are involved. The Faculty Instructional Development Committee, the instructional media units, and the colleges and departments have taken distinct roles and responsibilities in "providing resources" for instructional development.

Three kinds of activities have been pursued by the Office and these other units: direct assistance, funding, and advocacy. Some activities are new approaches, made possible by Bush funding and additional funding by the University; other activities have been going on for some time at the University. This section lays out these activities.

Direct Service

The Office of Instructional Development has provided direct assistance to faculty and staff members through materials, consultation, and assistance in instructional development projects. This function -- direct service -- is a new resource for the University, made possible by the Bush grant.

The Office serves as a source of materials related to college teaching. It maintains files, open to faculty and staff members, with materials on most approaches, methods, and issues related to college teaching. The Director also attempts to develop a knowledge of other materials on and off-campus. In the first eighteen months approximately 100 faculty and staff members were provided materials; usually articles, synopses of research and practice, audio and video tapes, or example instructional materials. (A significant chunk of the Office's "operations" budget goes toward producing and reproducing these materials.) Faculty and staff members request materials, but the Office also sends out things at its own initiative to stimulate faculty and staff or support interest and work underway.

The Office provides a central, formalized source of consultation for faculty and staff regarding teaching, i.e., one person advising another person or a group about their course design, methods, testing procedures, etc. Consultation also takes place informally on the campus, between colleagues, and formally through the media units and Computer Center. The Office has tried to encourage that consultation and build on it; hence, the Office effectively provides additional consultation, consultation for those people who cannot find it elsewhere on campus, and expertise that might not be available elsewhere on campus. Consultation has been provided by the Director and by other faculty members working through the Office. The Teaching Consulting Group, a group of faculty members working through the Office to provide assistance to other UND faculty members, has recently been formed, under an Instructional Development Contract.

Consultations have varied in character: some involve a number of meetings over a long period of time, others consist of brief telephone or "street corner" conversations. Some consultations have been associated with Instructional Development Grants, as faculty prepare proposals or when the Committee asks the Office to assist a grant recipient. Fifty faculty and staff members have received consultation, at least one from each college or school in the University.

Workshops and seminars have been a service of the Office, as well. Two approaches have been at work in providing these "group consultations." Departments or colleagues have requested sessions on particular topics:

Sociology - Evaluating Teaching

Philosophy - Strategies for Improving Teaching

Nursing - Course Planning, Testing

Engineering & Mines - Semester's Seminar Series

Otherwise, the Office, itself or in cooperation with other units, initiated a small number of all-campus sessions.

Adult Development and Learning: Implications for Higher Education

Academic Skills: What Can a Teacher Do?

Informal seminars and meetings to discuss teaching also have been instigated and organized through the Office. And, the Office has "brokered" participation in seminars and workshops offered by others on campus, i.e., the Division of Continuing Education, and off-campus, for example, the statewide Faculty Development Seminars sponsored by the State Board.

Approximately 120 faculty have been involved in this way in instructional development activities.

As a third kind of direct service, the Office has assisted in instructional development projects. This service goes beyond consultation, and involves actually "rolling up sleeves" to work with faculty and staff members in developing -- and even presenting -- instruction.

Five projects merit some description here:

- Science Education. Four departments and the Center for Teaching and Learning have been working to develop ways to increase the numbers of elementary and secondary school science teachers prepared at UND. The Office assisted the group in preparing a proposal (subsequently not funded), and then in continuing to develop approaches to curriculum, recruitment, and inservice training of teachers.
- Academic Skills. The Office has initiated a project to improve students' academic skills (i.e., reading, writing, math, study skills). The Director has brought together and worked with faculty in math and English, Student Services, and key faculty and administrators to create a campus wide approach to academic skills and to seek internal and external funding to support the project.
- Honors. The Office has participated with Honors faculty and students to evaluate the Honors program, expand participation, design new courses, and assess student's success.
- Instructional Media. The Director has worked with the staff of the media service and production units (UND-TV, KFJM, Academic Media Center) to expand and improve their instructional development services to faculty members.

- Foundations of Education/Higher Education. The Director, as Associate Professor of Education, has participated with other Center faculty to offer course work, for graduate students and faculty, related to college teaching. Also, he has assisted the Foundations faculty in developing the curriculum and comprehensive testing procedures in the department.

Funding

The Bush grants and matching University funds have made it possible to fund projects, proposed by faculty, staff, and the Office of Instructional Development, which lead to "improved instruction and the professional development of UND faculty members as teachers." Three separate funding programs were created in the proposal to the Foundation; the past eighteen months has seen the development of these programs into complementary parts of an overall Instructional Development Program: Instructional Development Grants, Instructional Development Contracts, and Instructional Development Leave Supplements.

Instructional Development Grants

The Faculty Instructional Development Committee (a University Senate Committee consisting of six members elected by the Senate, the Office of Instructional Development Director, and the VPAA) has been given the responsibility to direct the awarding of $20,000 each year. These funds represent support for individual initiatives in instructional development; the Committee twice each year has called for proposals from individuals and groups who seek to improve courses, methods and professional skills related to teaching. This funding program began in 1975; the Bush grant doubles the amount now awarded. In the past eighteen months the following grants have been awarded:

Fikret Ceyhun (Economics)	Creative Teaching Methodology in "Principles of Economics II" - Econ. 102	860.00
Syed Jalal (Biology)	Innovative Undergraduate Instruction for Biology 357 (Modern Genetics and Man)	3110.00
Jerome Bakken (Languages)	Foreign Student Assistants in Introductory German	2558.00
Louis Palanca (Languages)	Latin by the Natural Way	1725.00
Carla Hess (Communication Disorders)	A Comparison of Two Supervisory Procedures: Bug-in-the Ear and Oral-Written Feedback	270.15
Harley Straus (Journalism)	Instructional Improvement in Photographic Education in the Department of Journalism at UND	530.00
Duane Bartak (Chemistry)	Microcomputers in the Laboratory	1240.00
Kang-tsung Chang (Geography)	A New Course on Computer-Assisted Cartography	1000.00
Einar Einarson (Music)	Music Computer Assisted Instruction	2500.00
Myrna Olson (Special Education)	Videotape Interface Project on Handicapped Populations	2056.00
Lila Tabor (Psychology)	Construction of Videotapes on Adulthood and Aging for Psychology Courses	140.00
Richard Berringer James Vivian Glenn Smith (History)	The American History Slide Collection	397.50
Glenn Prigge (Mathematics)	A Mathematics Anxiety Instructional Unit	100.00
Doug Munski (Geography)	Developing a Field Course on the Geography of Manitoba	671.30
Joe Hootman (Electrical Engineering)	Microcomputer Lab Update	690.00

Jane Rackl Dean Engel (Communication Disorders)	Communication Assessment and Intervention with Severly/Profoundly Handicapped Children	850.00
Dan Sheridan (English)	Participation in a Rhetoric Seminar ("Current Theories of Teaching Composition")	319.05
Neil Woolsey (Chemistry)	Computer Assisted Instruction in Chemical Spectroscopy	983.00
Michael Laccinole (Communication Disorders)	Adult Communication Assessment and Intervention	920.00
Robert VanVoorhis (Music)	Funding for Research and Development of a Cassette/Album and Study Guide for Student Use in Music 100 (Music Understanding)	3000.00
David Kuschner (Early Childhood Ed.) Steve Harlow (Special Education)	The Development of Child Lives Simulation: A Prototype of a Simulation Activity for Undergraduate Teacher Education Programs	3200.00
Dale Anderson Lynn Anderson (Health, Physical Education and Recreation)	Slide-Tape Program for HPER Outdoor Recreation Classes	182.48
John Reid Richard LeFever (Geology)	Search for Geology Field Sites for Classes in Geomorphology (Geol. 311) and Sedimentology (Geol. 411)	518.00
Herbert Boswau (Languages)	Germans from Russia	464.00
Ed Adams (Mathematics)	Computerized Tomography	707.00
Susan Peterson (History)	Development of Public History Sequence	200.00
Paul Schwartz (Languages)	Attendance at Dartmouth College Foreign Language Workshop	824.00

These 27 Grants involve 33 faculty members, from 17 departments. $30,015.48 has been awarded. Forty-eight proposals were submitted, requests totaling $89,046.59.

Also worth reporting, the FIDC has made strides this past semester in assisting faculty members with the preparation of proposals, the evaluation of projects, and the reporting about projects. It has developed more detailed guidelines for proposals and final reports and has "hired" (under an Instructional Development Contract) a UND faculty member to assist people with the evaluation of their projects.

Instructional Development Contracts

A separate fund supports institutional initiatives in instructional development. The Bush proposal charged the Office of Instructional Development Director to identify strategies for instructional development, enlist faculty and staff participation, and support these strategies with the Contracts fund. In the first eighteen months, an "inductive" approach has been taken to this charge. Rather than identifying strategies from the literature or from new surveys on the campus, the Office of Instructional Development, responsible for awarding Contract funds, has described the funds and their purposes as widely as possible and then responded to needs as they have presented themselves. Surveys which supported the Bush proposal indicated that the campus was not without strategies for improving teaching and enhancing the faculty's professional lives; rather, time, financial support and direct assistance, and encouragement and reward were necessary. The first year and a half provides a basis for more focus in the use of these kinds of funds at UND. The following projects list reflects the kinds of strategies which seem to be most significant on our campus. Thirty-nine (39) projects have been funded, to date. In some cases the Office initiated the project; in other cases the Director worked with a faculty member or committee, a Chairman or Dean, or the Vice President, who initiated and then managed the project.

Curriculum Projects

- Women's Studies (Women's Equity Committee). $7800. Assisted faculty members from 20 departments to build recent research about women into their courses and methods, through workshops and written materials.
- Multi-Cultural Education (C. Traugh, CTL, and others). $1350. Assisting faculty members from many departments with multi-cultural issues in courses and curricula, through workshops, written materials, and consultation.
- Rural Studies (R. Pynn, Political Science). $4000. Developed a proposal for a cross-department curricula in Rural Life, as part of a proposed Institute for Rural Life.
- Computer Programming (G. Kemper, Computer Center, and faculty from Computer Science and Accounting). $1261. Developed an approach to teaching computer programming using interactive computing, used in both computer science and accounting departments.

Instructional Materials (These projects support the development of materials having potential for campus-wide impact.)

- Math Anxiety Modules (G. Prigge, Math). $2500. Developed and tested mediated, self-directed materials for students with anxiety related to math and other quantitative courses.
- Computer Users Manual (E. Adams and L. Mauland, Math). $2500. Developed and tested two manuals, introducing students (and faculty) to a new UND computer system; these manuals are used in computer programming (described above), math, and other courses.

Interdisciplinary Activities (These projects encourage the interaction of faculty members from different disciplines.)

- African Studies (J. McKenzie, English, and others). $350.50. Coordinated courses and seminars involving faculty, and students from History, Languages, Anthropology and Sociology, and English.
- North Dakota Poetry/Tom McGrath (D. Marshall, English and others). $360. Brought faculty and students together from a number of departments, around the visit of poet Tom McGrath.
- Honors Program (R. Hampsten, Director). $5000. Increased the number of faculty participating in the Honors program, by providing released time to teach with other faculty in Honors Colloquia.

Professional Development (Awards for the professional development of individual faculty members. These normally have been made from the Instructional Development Grants program, but in cases where the development of an individual(s) has special importance to the institution, or where timing makes other funding inaccessible, Contracts have been awarded.)

- English Graduate Teaching Assistants (N. Kinghorn, Chairman) $400 and (E. Chute, Director of Freshman Composition) $1500. Provided workshops for training and widening the experience of GTA's who teach freshman composition.
- Computer Science (M. Tokko, Chairman) $475. Provided training for a faculty member in a new computer language, essential to the curriculum (jointly funded by the School of Engineering & Mines).
- Industrial Technology (M. Bender, Chairman) $175 and $325 [illegible] training for two faculty members in emerging technologies, essential to the curriculum.

- Engineering & Mines (T. Owens, Associate Dean) $400. Fund to provide language and speech training for foreign-born faculty members.

Department Instructional Planning (These projects involve departments in formal, systematic evaluation and planning activities regarding their curriculum and instructional methods.)

- Biology (L. Oring, Chairman) $200 and (R. Crawford, Chairman) $300, Economics (R. Kauffman, Chairman) $1420, Geology (D. Halvorson, Chairman) $332, and Business & Vocational Education (R. Bloomquist, Chairman) $300. These departments have taken retreats to plan policies, curriculum and instructional methods (jointly funded by the Office of Research and Program Development).
- Sociology (A. Selbyg, Chairman) $225. Chairman planned a series of department meetings, after attending ASA workshops on teaching.
- Nursing (M.J. Canar and others) $2300. Independent, self-paced approach to Nursing Skills Lab was reviewed, tested, and adopted.
- Communications (H. Heiman, Speech, and V. Keel, Journalism) $1000. Journalism, Speech, Library Science and Audio-Visual, and Photography (Industrial Technology) faculty planning a new Communications department, through faculty retreats and visits to other campuses.
- Music (R. Krueger, Chairman) $195. Chairman developed a "marketing plan" for music department, after attending marketing conference.
- Adult Learner Review Committee (R. Boyd, Continuing Education) $4000. Faculty and staff committee (representing 5 departments and 3 administrative units) reviewed and made recommendations regarding academic programs, teaching strategies, and student services for adult learners at UND.

College Faculty Development Activities

- College of Human Resources Development (HRD Faculty Development Committee) $5000. Provided college faculty development committee funds to encourage and support instructional development activities on a college basis.

Faculty Resources for Instructional Development (Involving faculty, not only as recipients of instructional development services but also as providers of services, was a central strategy advanced in the proposal creating the Instructional Development program. The following projects use this strategy.)

- Instructional Evaluation/J. Larson (Sociology) $4352.50. Provides consultation and materials, and assistance to individual faculty, departments, the FIDC, and the Office of Instructional Development.
- Adult Development & Learning/L. Furman (Social Work) $375. Presented a workshop on adult development, and assistance to Office of Instructional Development on adult learning.
- Academic Advising/M. Haga and G. Veeder (University College) $570. Provided consultation to Academic Advising Committee, after attending regional conference on academic advising.
- Stress/L. Hill (Theatre Arts) $346. To provide a workshop and information for faculty on stress in the artistic professions, after attending conference on stress.
- Microcomputers/Computer Science Department $500. Provided three workshops for faculty members on microcomputers and applications in teaching and research.

- Professional Development and Institutional Leadership/H. Smiley and M. Wakefield-Fisher (HPER and Nursing) $1050. Planning a series of seminars for faculty and staff, emphasizing a better understanding of the University.
- General Education/C. Thompson (Anatomy and G.F. Central High School) $423.50. Participating with the General Education Committee after attending the Bard College Institute on General Education.
- Career Development/G. Henry (Dean of Students) $800. Providing consultation and workshops for faculty members, after participation in the Loyola University Faculty Career Development Project.
- Instructional Simulation/D. Markovich (Economics) $300. Producing description of use of simulation as an instructional method, after testing a commercial simulation in a course on Money and Banking.
- Women's Studies/Kathleen Hulley and others (English) $192. Provided information to faculty from various disciplines integrating scholarship about women into their courses and curricula.
- Instructional Media/Instructional Media Consulting Group (M. Russell, D. Beach, W. Lesko, and R. Young) $6000. Provides funding for instructional media production and consultation on instructional design and use of these materials.

A number of these projects have been jointly funded with the Office of Research and Program Development, College Deans and departments, or other administrative units. For each project an evalautive report has been requested, and is made part of the project file, along with proposals or letters requesting the funds, maintained in the Office of Instructional Development.

The thirty-nine projects have involved approximately 50 faculty members as providers of instructional development activities. Over 300 have been served by these Contracts projects. $68,230 has been spent on these projects. Although no records have been kept on requests not funded, approximately three-fourths of the inquiries made to the Office eventually result in some support. Project ideas are most often refined, in consultation with the Director, in a way that satisfies the criteria for the Contracts program, or they get referred to a more appropriate funding source, e.g., Instructional Development Grants (FIDC), ORPD, College Deans or departments, or external funding sources.

Instructional Developmental Leave Supplements

The University each year grants Developmental Leaves, for one or two semesters, to 10-20 faculty members at one-half to three-fourths salary. For faculty members whose Leave projects focus on research or writing, external grants or contracts can usually be identified to support their activities. But for those who want to pursue instructional development work, little outside support exists. The Instructional Developmental Leave Supplements program was created to assist these faculty members. The use of Developmental Leaves for instructional development has been common at UND; thus, these funds were set aside by the Bush proposal to encourage this approach to faculty and instructional enrichment. Awards, made by the Director in consultation with the FIDC and the Vice President for Academic Affairs, were guided by the overall objective: "improved instruction and the professional development of UND faculty members as teachers." In the program's first year, ten (10) faculty members have been supported to improve their subject knowledge or skills, develop new pedagogical approaches, or to achieve some refreshment in their work as college teachers.

Steven D. Harlow (CTL) - $3655
(Study, at UCLA, of emotional disturbance in children)
Donald H. Miller (Visual Arts) - $5000
(Study of folk pottery in Mexico)
Graciela Wilborn (Languages) - $5000
(Study of Spanish language and culture, in Spain)
Jacquelyn McElroy (Visual Arts) - $2500
(Study of new painting and printmaking approaches)
Douglas P. Peters (Psychology) - $2500
(Study in the field of environmental psychology and social ecology, at University of California - Irvine)
Ronald E. Kutz (CTL) - $2500
(Study in mathematics education, at University of Wisconsin)
William F. Sheridan (Biology) - $2500
(Study in developmental biology, at University of Missouri - Columbia)
William J. Wrenn (Biology) - $1250
(Study in insect Biology, at University of California at Long Beach, and development of materials and approaches for Introductory Biology)
Stuart A. Lundberg (Accounting & Business Law) - $2500
(Advanced degree study at University of Denver, School of Law)
William V. Borden (English) - $1250
(Residency at the Playwright's Center, Minneapolis)

A second group of Supplements will be awarded, for academic year 1982-83, within the next month.

A Special Note about Funding

Although the three funding programs created by the Bush grant have contributed the greatest number of dollars to instructional development, colleges and departments also have provided special funding to support the objectives of "improved instruction and the professional development of faculty members as teachers." In the Grants program, departments and colleges contributed dollars in six projects. In the Contracts program, ten projects involved matching funds. Colleges provided support beyond Leave Supplements and partial salary for two people (although not necessarily to support instructional development activities). Also, by using operating budgets to purchase instructional materials and equipment, instructional development related travel, and part-time personnel, departments, colleges

and other units have contributed to instructional development. The Office of Instructional Development has encouraged and, in some cases, coordinated this funding.

Advocacy

The Bush proposal also charges the Office of Instructional Development Director to be a spokesperson for instructional developmant at the University. Specifically, this has meant 1)giving advice to the Vice President for Academic Affairs and other major administrators and faculty committees on issues related to instructional development; 2) increasing opportunities and rewards for instructional development; 3) strengthening existing instructional development-related services; 4) and seeking additional resources for instructional development.

As a member of the Vice President's Senior Staff, the Director has met bi-weekly with the VPAA staff (Assistant VPAA, Director of Research and Program Development, Director of Institutional Research, Dean of Continuing Education, and the Academic Affairs Budget Officer). Also, Vice President and Director meet almost weekly to review grants and contracts requests and discuss other issues related to instructional development

The Director has worked with Deans and other administrators to identify opportunities and resources beyond the Office of Instructional Development's capacity. A significant number of grants and contracts have involved joint funding, from the Office of Instructional Development or FIDC and other units; this cooperation has most often been arranged by the Director. The Director has identified opportunities off-campus, i.e., conferences and opportunities for collaboration with other teachers or scholars. Extensive use was made of the State Board Faculty Development Seminars to stimulate

interests and provide important experiences for UND faculty members. And, contacts which the Office has nationally, have paid off in the University (for example, the Votruba and Weathersby visit with the Adult Learner Review Committee, Leola Furman's research collaboration with Mary Lynn Crow on career development of professional women, and Mike Liffrig's Senior Honors Thesis on General Education).

The Office also has worked to bring excellence in teaching and significant instructional development activities to the attention of major administrators, so that this excellence and involvement can be acknowledged and rewarded. Much more of this needs to be done in the future.

The Office has funded and worked with the media service and production units on campus to help strengthen this instructional development-related service, and has discussed with the Computer Center and the Chester Fritz Libraries their roles in assisting faculty members with the development and improvement of instruction.

Finally, the Office has sought additional internal and external funding for instructional development, sometimes successfully and sometimes unsuccessfully. External funds have been requested to assist the Academic Skills Project (i.e., helping faculty members strengthen student skills in writing, reading, math, and studying); the first proposal was not funded, a second has just been completed. Also, the Office has requested (and received) funding for a part-time staff member to assist in disseminating the results of faculty instructional development projects.

The "advocacy" activities have served or involved approximately 100 faculty members in instructional development in the past eighteen months.

Other Activities

The Office and the Director have been active beyond the campus in some ways hopefully useful to the Instructional Development program and its objective. Four activities deserve mention.

The Office has assisted the Commissioner's Office in its faculty development activities. The Director helped out in planning and presenting, and evaluating its series of statewide faculty development conferences. And, the Director has consulted with the Associate Commissioner and the state college vice presidents in their design of a cooperative faculty development program.

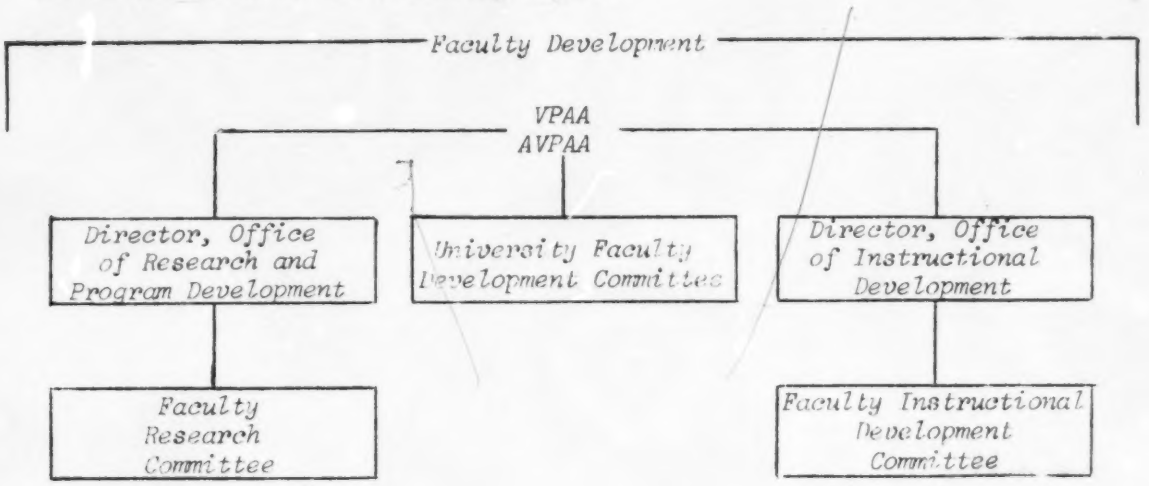
The Director also has provided consultation and assistance to other institutions in the region, including North Dakota State University, as they develop faculty development programs.

A third activity has involved directing a project which provides communications between the twenty faculty development programs funded by the Bush Foundation in Minnesota, South Dakota, and North Dakota. This project is funded by a small grant, and provides a part-time staff member, Ms. Jacqueline Davis, for the Office

And fourth, the Director has been active in faculty development/ instructional development nationally, as a director of a national professional organization and as a contributor to the literature in the field.

Organization and Governance

The approach to instructional and faculty development created at UND gives particular attention to organization and governance. Graphically, it can be described in the following figure.



The proposal to the Foundation emphasized the establishment of an Office of Instructional Development, an Instructional Development Officer, and an Instructional Development Committee as a balance to the resources devoted to research at the University. Now, instructional development has a similar place in the organization of the University; both Directors report directly to the Vice President for Academic Affairs; both offices have similar visibility and access within the institution. And, the University Senate now has standing committees for both research and instructional development, with similar funding and policy making responsibilities.

The Faculty Instructional Development and Faculty Research Committees are elected by the Senate, each has a faculty member chairperson, and on each the VPAA and the appropriate director are members. These committees

report to the Senate. The University Faculty Development Committee, on the other hand is a "Vice Presidential" Committee, reporting to the VPAA. Six faculty are appointed by the Senate, the FRC and FIDC each appoint three members, and the VPAA, AVPAA, and the two directors are members. Ultimately these offices and committees, coordinated by the VPAA, comprise the formal organization of the faculty development program at UND. Eighteen (18) faculty members and four (4) staff members participate directly in the administration and governance of the faculty development program.

Faculty Development

The proposal to the Bush Foundation, which created the Instructional Development program, also sketched an approach to faculty development, concerned with the overall professional development of UND faculty members. This approach called for the Vice President for Academic Affairs to administer a program which supports faculty members in all their roles at the University, i.e., teacher, scholar, university and public servant. Also, a new faculty committee, the University Faculty Development Committee, was designated to provide advice on policies and programs which affect faculty development. Since most discussion about faculty development has centered with this committee, this section describes the accomplishments of the UFDC during the first eighteen months.

University Faculty Development Committee

Most important in the work of the UFDC has been its attempts to pinpoint the meaning of faculty development at UND. Beginning with the general definition used in the Bush proposal, the Committee has created a more explicit statement, to guide its future discussions and, hopefully, the activities of the specific programs in instructional development and research development. This statement was developed, also, to guide faculty members' thinking about their responsibility for their own professional development and that of their colleagues.

Definition of Faculty Development

> Faculty development denotes the enhancement of an individual's or group's personal or professional growth in the areas of instruction, research and service to society, North Dakota and the University.
>
> Initiating responsibility for developmental activities fundamentally shall rest with the individual or the group; however, the University Faculty Development Committee recommends and implements policies

and procedures for these activities in cooperation with the Faculty Research Committee, the Faculty Instructional Development Committee, and the colleges of the University.

A series of opportunities and activities are sponsored and offered to the members of the faculty, individually or in groups, by various agencies on campus, one of which is the UFDC which has been created to assume an informal facilitative oversight function for all campus activities related to development.

Implicit in this statement is the expectation that the University shall give a high priority to providing resources and funding to carry out developmental activities.

The rest of the Committee's accomplishments can be described in the following way:

· The place of the UFDC in the Bush-funded faculty development program and its relationship to other committees and offices was clarified. The Bush proposal gave only a sketch of the role and relationships for the UFDC. After a year there is less confusion on the part of the faculty and administrators most closely associated with the program, and the larger faculty and staff. Relatedly, faculty and staff have a better idea today about the opportunities for faculty development at UND and who to see about them.

· The Committee itself was constituted in a cooperative and seemingly acceptable way among the Vice President, the Senate, the Research and Instructional Development Committees, and the development directors.

· The Committee has statements of mission and recommendations for future direction from the Vice President for Academic Affairs. These statements and recommendations are the result of the discussion at UFDC meetings and between the Vice President and UFDC members, the Assistant Vice President, and the Directors of Research and Instructional Development.

The UFDC's mission is as follows: (as we summarize it)

" . . . expand and articulate a vision of and a rationale for faculty development.
. . . be a vocal advocate for faculty development on the campus.
. . . communicate its vision to the faculty and administration, supporting the initiatives of the "operational" committees such as the Faculty Development Committee and the Faculty Instructional Development Committee.
. . . explore issues and aspirations related to faculty development.
. . . deliberate items referred by the FRC and FIDC, consulting and advising about conflicts between operational committees.
. . . engage in long range planning for overall developmental programs and activities.
. . . coordinate University sponsored faculty development activities, by overriding goals and underlying philosophical commitments.
. . . promote an organized and balanced approach to faculty development as a major priority of the University.
. . . to highlight and support the importance of faculty development, the Committee should recommend to the VPAA ways in which to recognize the accomplishments of those who do show professional growth, including the use of the traditional faculty rewards system.
. . . through the input from representatives on UFDC from FRC/FIDC channels of communication should be nourished which will achieve optimum correspondence between vision and action."

· A definition of faculty development has been developed and agreed to by the Committee.

· A "context for development" has been created. Dr. Clark describes this achievement in her March 26, 1981 memorandum:

"Quite probably, however, the most profound achievement was provision of a context for development. What I mean by this is, I believe, most easily communicated by reciting what we have not done. We have not fed the speculation that this was evaluation (or worse) by the back door . . . we have not fed the speculation that some superordinate would do something to someone else in some arrogant or offensive way . . . at the same time we have not capitulated to the notions that one cannot define nor assess needs, cannot target critical issues, cannot encourage in areas of perceived importance, cannot use data from multiple sources (including students), to determine priorities, next steps, or whatever. Development need not be haphazard, chaotic, or absolutely individual. I believe a <u>context for development</u> has been established."

· Issues, many issues, related to faculty development were uncovered during the year, in Committee meetings and in discussions among members. The most formal list was generated at the October 31 retreat. The 5 most important issues, as weighted by the group:

1. Inertia of the faculty (Is "stirring up" necessary or desirable?).
2. Direction of the University and the relationship of the faculty development program to it. Relationship between institutional development and faculty development (How can we insure institutional development which encourages faculty development?).
3. Perceptions of development and professional/personal growth. (How do we deal with the attitude "why develop"?)
4. Identification of areas that effect development (i.e., salary, benefits, campus resources and facilities, personnel, programs, policies and procedures).
5. Opportunities and incentives to encourage faculty development. (What moves faculty? What encourages development? Do we have enough? How are the ones we're using working?)

· Suggestions, many suggestions, were made about what to do for faculty development. Some of these were tied to issues listed above (i.e., as solutions to problems); others were proposed otherwise. Many of these suggestions were captured for later use (some were even implemented); others were lost.

· Resources were identified as needed for faculty development. These include policies, procedures, and organizational structures which provide for faculty development. Also, information about what's going on at UND and in other places. And material resources, such as time for development and funding for individual faculty and programs.

· Recommendations for future directions of the UFDC were generated.

· A number of other things were accomplished in the name of faculty development, not directly initiated by the UFDC, but which benefited from the "context for development" to which it contributed.

- A new developmental leave policy
- A new research development policy.
- The State Board Faculty Development Seminars and UND's extensive participation in them.
- The wide range of successful activities of the Office of Instructional Development.
- An ACE Leadership Institute in North Dakota for department chairs.
- A new retirement policy.
- A chairperson's informal organization on campus.
- An orientation for new chairs at UND.
- Appointment of Senate ad hoc committee on criteria for promotion.

· The appointment of an Executive Secretary (Associate Dean Cecelia Traugh) to give increased leadership and coordination to the Committee.

· The work (now in progress) of three task groups, which pursue three roles or missions of the UFDC, i.e., leadership, communications, and evaluation/reflection. The first group, with the leadership role in mind, focused on ways which faculty members can better document teaching, research and service in the promotion, tenure, and salary processes. The second group, to promote the communications role, agreed to publish a booklet describing all the faculty development opportunities at UND. The third group, pursuing the evaluation/reflection role of the UFDC, decided to look into the current Developmental Leave program, and make judgements about its

effectiveness in facilitating faculty development. The UFDC might then make recommendations for changes.

· The UFDC has met eight times in the eighteen months; two meetings have been in day-long retreats off campus.

Faculty Development and Office of Instructional Development

The Office devoted to instructional development, during the first eighteen months, has devoted some of its resources to this broader concern with the professional development of faculty members. Some specific projects merit mention.

In Spring 1981, eight UND faculty members attended a conference, sponsored by the State Board of Higher Education, on career development. That group has continued to meet to discuss career development issues at UND. One member of the group, Leola Furman (Social Work), requested funding to put together a seminar for faculty and staff on adult development and learning, as it relates not only to faculty development but student development as well. Thirty people attended her seminar. In preparation, Professor Furman attended the "Celebration of Life Transitions" conference, where she strengthened her knowledge, materials, and contacts in the field. Since then Professor Furman has begun preliminary research, assisted by the Director, into career development interests and needs of UND faculty members.

Another member of the "career development group," Gordon Henry (Dean of Students Office, and Guidance & Counseling), also requested funding to attend a conference on faculty development, intending to work with other faculty members upon his return. He has counseled with a number of faculty members, and, along with the Director, will do career development workshops at UND beginning next semester. In addition to Professors Henry and Furman, the group has members involved in pre-retirement counseling with faculty and in teaching courses on adult development

The Director has been asked by the VPAA to assist in broader faculty development activities. The Director has helped structure the University Faculty Development Committee, particularly in its first year, prior to the appointment of an Executive Secretary. The Office of Instructional Development has provided the secretarial support for the Committee.

Also, the Director has been asked to review candidates for Developmental Leave and make recommendations to the VPAA.

Finally, the Office and the Director has responded to requests for information and assistance which support professional development, not exclusively focused on instructional development. For example, the Director served as a "broker" between a professor who wanted to use a computer terminal in her research and the Computer Center, a department who wanted to improve their technical writing and the English Department, and a foreign-born instructor who needed help with the language and the Speech Clinic. The Director also provided information and counseling to a number of faculty members considering changes in their careers, either more schooling, a shift in professional emphasis, or renewal in their teaching and creative work.

The Office of Instructional Development -- like the University Faculty Development Committee -- has developed a posture which attempts to provide the faculty with opportunities and direct services for the whole range of professional concerns and objectives.

II. Assessment

This second part of the Eighteen Month Report describes the formal evaluation made of the faculty development program through its first year and a half. Results from two questionnaires and an analysis of the programs activities, in light of these results, are presented. This "Assessment" section, and the "Description" preceding it, provide the basis for the third part of this report, "Next Steps".

Evaluation has taken place at different levels and in different ways throughout the first eighteen months. The description presented in the first part of this report serves as one form of evaluation, an accounting of activities. Also, each project described has been or will be evaluated in some way, looking at results and lessons learned. Both this accounting and results will be useful to faculty members involved in the projects and to the staff and committee members who plan activities and make awards.

At another level, though, assessment has looked at the effect of the instructional and faculty development program overall. An Evaluation Committee was formed, as part of the Bush proposal, and its responsibility has been to direct this overall look at the program. The Committee is aided by Vito Perrone (Dean, Center for Teaching and Learning), and during its first year was chaired by Gene Kemper (then Computer Center Associate Director, and now Assistant Vice President for Academic Affairs).

In this first year the Committee focused on two dimensions of the program: its visibility and the expectations which the faculty had developed for it. As a first goal, the new instructional development program and the overall faculty development approach was expected to become known to the faculty and elicit involvement and acceptance. Accordingly, the Committee designed instruments to assess success with this goal.

Also, the program -- particularly the Instructional Development Office and staff -- was charged with identifying the approaches to the improvement of teaching which held promise at UND. As described in the previous part, an "inductive" strategy has been taken to this charge. Rather than prescribing a set of approaches, the Office and the Committee have responded to a broad range of strategies initiated by the faculty and staff. Consequently, the expectations of faculty members should have an important role in determining the shape and success of the program. With this in mind the Committee decided also to assess these expectations. This data provides a basis for judging the activities of the first year and for planning future activities.

These assessments provide a first-step in the overall evaluation of the faculty development program proposed to the Foundation. Both assessments -- "Visibility" and "Expectations" -- were collected in a survey sent to approximately 400 faculty members. One hundred ninety-four (194) were returned, a 49% response. Table 1. shows the percentage of total return by academic rank and college/school.

Table 1. Returns by Rank and College/School

	% Total Returns	Number Returns
Rank		
Assistant Professor	28	52
Associate Professor	37	70
Professor	27	51
Other	8	15
		188*
College/School		
Arts & Sciences	31	58
Business & Public Administration	13	24
Center for Teaching & Learning	10	19
Engineering & Mines	9.5	18
Fine Arts	4	8
Human Resources Development	8	15
Law	1	2
Medicine	15	29
Nursing	8.5	16
		189*

*Difference between 194, total returns, and this figure is due to omission of information on some returns.

VISIBILITY QUESTIONNAIRE

This questionnaire listed ten comittees, offices, people, and funding programs, all of which are closely identified with the work of the overall faculty development program. Faculty were asked to indicate by check mark (a) those committees, etc., the function of which they knew well enough to describe to a friend; and (b) those committees, etc., with which they had had direct contact. Faculty response is tabulated below; figures represent positive responses to the two questions.

Table 2. Visibility of Faculty Development Work

1.	26%	The University Faculty Development Committee	10%
2.	29	Faculty Instructional Development Committee	12
3.	43	Office of Instructional Development	29
4.	43	OID Director (R. Young)	44
5.	11	OID Office Staff (Brenda Tweten)	15
6.	25	Developmental Leave Supplement Grant	7
7.	22	Instructional Development Contract Grant	8
8.	53	Faculty Research Committee	33
9.	59	Office of Research and Program Development	50
10.	56	ORPD Director (E. Freise)	54

The faculty is more aware of the Faculty Research Committee, the Office of Research and Program Development, and its director, E. Freise than any of the other seven components listed. Fifty to sixty percent of the respondents categorized themselves as familiar with the work of ORPD; forty-three percent saw themselves as familiar with the work of the Office of Instructional Development and its director, R. Young. All other items fell within the twenty to thirty percent range.

Written Comments. Also, the faculty were asked for their comments -- evaluations and recommendations -- directed at the new components of the UND faculty development program: the Office of Instructional Development, and the Faculty Instructional Development Committee and University Faculty Development Committee. Faculty responses fell into three categories:

(1) unaware, (2) aware and negative, (3) aware and positive. Summaries of comments in each category follow.

(1) Of the 51 faculty who provided written comments for this section, 27 were unaware of the Office of Instructional Development, the University Faculty Development Committee, and the Faculty Instructional Development Committee. Several mentioned specific reasons for their lack of awareness. Five described themselves as fairly new to the University and therefore not fully cognizant of the internal structures; one of these five had attended the New Faculty Orientation presentation provided by the Director of the Office of Instructional Development

A lack of leadership for involvement in this program at the department chair and college dean level was alluded to by one faculty member; another maintained that their department and college were not included; a third spoke of isolation from the University and the hope that this could be changed; a fourth thought that the program had no impact on their situation and asked for exchange on how the program could directly benefit them.

(2) Criticisms by the six whose responses indicated that they were indeed aware of the Office and the two committees focused in part on administration within the University as a whole. They saw administration as consisting of too many committees and of providing little real assistance to faculty.

Criticisms directed to the work of the OID program itself spoke to its being fragmented; another saw it is as a total waste in that the respondent needed time, money, and equipment. One questioned whether the program made a contribution to the primary mission of the University. Another found the questionnaire form itself unacceptable as a survey instrument.

(3) The balance of the written comments strongly supported the program and its director. A sense of general affirmation was clearly articulated by these 18 respondents. The program was described as "a giant step in the right direction," "long overdue and filling a recognized need on campus." Contacts with the program were seen as stimulating and fruitful.

Statements about the director were very positive. He was described by the eleven who commented as approachable, resourceful, accessible, active and very visible, one with unusual "broadness of view across the academic spectrum." Dr. Young's seminar on college teaching (CTL 539B) was cited as an example of quality work. The OID office and staff were seen as well organized and resourceful.

Seven persons referred to specific workshops and/or forms of assistance from the OID which they had found particularly valuable. They cited activities that had extended their personal growth, placed them in touch with others of similar interests across campus, affected both their teaching and research. Activities mentioned were women's studies, faculty development workshops, adult development seminar, educational improvement.

A number of respondents made specific suggestions for extending and improving the efforts of the OID and the two committees. Two of these suggestions dealt with the mission of the program. The OID, said one faculty member, should be a strong voice for excellence in teaching, an advocate for weighting this excellence equally with research and publication as criteria for salary raises and promotion. Another described the main function of the program as one of keeping faculty up to date in their fields as opposed to efforts to make "old material more relevant to students."

Program activities were a second focus for suggestions. "Do we have a systematic approach to the dimensions of needs in the development of instructional competencies?" asked one. The potential for organizing knowledge and skills at undergraduate, masters and doctoral levels was stessed. Advising and counseling of individuals and groups was described by another as a part of teaching for which very little help or credit is given to faculty.

Suggestions specific to the program as it is currently operating were: (a) the director should contact and visit every faculty member; (b) brief informal interviews with participants in OID activities should be used to collect data on how participants benefited and their suggestions for improvements; (c) vigorous effort is needed to involve the medical school and other departments; (d) a panel session of committee members and faculty should be provided as a forum for exchange of ideas; (e) the program should be publicized more heavily, reports on university-wide contracts and OID funded projects should be made available to faculty; (f) those that need the program should be encouraged to use it.

Two faculty members commented on current practices in the distribution of the monies; one noted that of the total amount ($25,000) budgeted for support of developmental leaves, $5,000 was not allocated*; another found it discouraging to be advised to seek outside funding in a larger amount when, in that person's opinion, a small amount would have gone a long way towards realization of the goal.

*The total amount budgeted ($25,000) was allocated for leaves, plus an additional $3750.

In summary, then, approximeatly one-third (26) of the 81 who commented described themselves as unaware of the committees and office, or their activities. Of those who were aware of the program (55), six faculty members seemed to be generally negative toward the program. The balance of the comments (60%) were positive in tone and included specific suggestions for improving and/or extending the activities of the program.

EXPECTATIONS QUESTIONNAIRE

Faculty members were asked to judge a list of fifty-three characteristics in terms of the value of each in assessing the faculty development program. The instrument used a forced choice response format - "should be used, yes - no." Space was provided for comments after each subgrouping of items. (The subgroups were not titled on the questionnaire, but for purposes of clarity in this report, subgroups were examined for a unifying point and titles assigned.)

Characteristics 1-14 focused on "Involvement of and Impact on Faculty;" characteristics 15-24 focused on "Involvement of and Impact on Students;" characteristics 25-41 centered on "Staff, projects, and programs;" characteristics 42-53 covered "Program Effectiveness and Product Quality." Space for written comments was included in each subgrouping of items. A summary of the data and the written comments for each subgroup follows.

Involvement of and Impact on Faculty - Characteristics 1-14

Characteristics 1-14 cover potential criteria for evaluating and impact on faculty of the instructional development program. The percentages of those answering "yes" or "no" to each item is shown at the right in the

table below. Also shown, under the column titled "no response," is the number of faculty who chose not to respond to particular items.

Table 3. Involvement of and Impact on Faculty

Item	Should be used Yes	No	No Response
1. Improvement in the design of academic curricula.	79%	21%	23
2. Improvement in faculty ability to design and implement instruction.	93	7	21
3. Faculty support of the program.	84	16	21
4. Positive impact on faculty morale.	76	24	30
5. Improved faculty/student morale.	71	29	33
6. Increased faculty interest and involvement in change.	90	10	29
7. Breadth of faculty involved in effort.	75	25	32
8. Faculty job satisfaction and sense of personal meaningfulness.	76	24	32
9. Impact on tenure and promotion policies and procedures.	46	54	31
10. Effectiveness of in-service training activities.	82	18	31
11. Increasing frequency of faculty conversations.	68	32	27
12. Improves faculty teaching through a systematic process using development and evaluation.	81	19	33
13. Faculty show a sense of ownership in program.	61	39	39
14. Program has helped people become better teachers.	85	15	29

The highest expectations were indicated for items 2, 3, 6, and 14: improvement in faculty ability to make instructional change, faculty support of the program, increased interest and involvement in change, and a move towards better teaching.

The criteria receiving the least support, as an expectation for the instructional development program, (46%) was item 9, impact on tenure and promotion. Sense of ownership in the program received less support (61%) as did frequency of faculty conversations about teaching and learning (68%).

The written comments clustered around criticisms of the instrument in its conceptual design and specifics such as measurability of items, length of the survey, terminology and wording of items, and response choices. Comments about the design of the questionnaire were made after each section; they reflect a sense of frustration with the form and content of the survey, describe it as too lengthy, faulty in its conceptualization, imprecise in language, and overly restrictive in the forced choice, bi-polar response categories and characterize the items as idealistic, unmeasurable, and far too broad. We have not summarized these comments in this report, but rather focused on comments about the instructional development program.

A cluster of six responses spoke to more general issues relative to the total program.

Concern with the focus of the program was reflected in such comments as the need campus-wide to view teaching as the number one priority and to reward excellence in teaching; the need to gain full department support for efforts towards improvement; and the failure of the survey to make explicit the relationship between teaching effectiveness and research opportunity.

Sixteen out of 194 respondents wrote responses to this section.

Involvement of and Impact on Students - Characteristics 15-24

Characteristics 15-24 cover potential criteria for evaluating the involvement of and impact on students of the faculty development program. In the table below, the percentages of those answering "yes" or "no" to the item shown is indicated at the right.

Table 4. Involvement of and Impact on Students

Item	Should be used Yes	No	No Response
15. Positive impact on student learning.	81%	19%	28
16. Reduction in student attrition rate.	38	62	35
17. Improved student attitudes toward course, content and/or curricula.	81	19	28
18. Increased student support of program.	62	38	33
19. Extent of student involvement in program's efforts.	52	48	39
20. Increased student enthusiasm for learning.	74	26	32
21. Success of graduates.	49	51	34
22. Involves students directly in the activities of designing or redesigning courses and curricula.	53	47	35
23. Improves students peer relationships.	28	72	39
24. Increases the frequency of formal interaction between students and faculty.	52	48	31

Two expectations received strong support (81%), item 15, positive impact on student learning, and item 17, improved student attitudes toward course, content, and/or curricula. Item 20, increased student enthusiasm for learning, was selected by 74% of those making the yes-no choice. Support for the remaining items ranged from 62% to a low of 28%.

Written comments by faculty totaled fourteen, and clustered around three concerns: (1) the question of how one judges, i.e., measures the effect on students of any particular program; (2) problems with particular items on the survey; and (3) criticisms of the instrument.

Staff, Projects and Program - Characteristics 25-41

Characteristics 25-41 focused on potential criteria for evaluation of the program staff, program sponsored projects, and the program itself.

Table 5. Office Staff, Projects, and Program

	Item	Should be used Yes	No	No Response
25.	Quality of materials produced.	90%	10%	27
26.	Quality of program staff.	88	12	32
27.	Accessibility of program staff.	87	13	30
28.	Extent to which the program has helped faculty identify new roles.	74	26	27
29.	Excellence of the national reputation of the program.	46	54	32
30.	Frequency of activities, projects or other efforts initiated.	60	40	34
31.	Variety of strategies and techniques used.	70	30	31
32.	Evaluation of program by an external group.	65	35	32
33.	Credibility in the off-campus local community.	38	62	34
34.	Sensitivity to the political climate of the university.	33	67	38
35.	Key program staff are recognized as good teachers.	70	30	36
36.	Program staff are administratively well organized.	84	16	35
37.	Program staff have a recognized disciplinary background.	63	37	36
38.	Program produces reports that are attractive and highly readable.	62	38	35
39.	Program provides dependable and complete services.	89	11	28
40.	Extent to which the reputation of the program is tied to a specific person.	19	81	32
41.	Program is cost efficient.	77	23	30

Faculty responses showed strong expectations related to items 25, 26, 27, 36, and 39, which center on a program that provides dependable and complete services with accessible, well-organized, quality staff. Quality of materials produced received the highest expectation (90) of responses.

In general, the faculty did not see the national reputation of the program, its credibility off-campus locally, sensitivity to the political climate of the University, nor program reputation tied to a specific person as suitable expectations or criteria for judging the program.

Within a total of nine written responses, two responded to this subset of criteria as a whole, five commented on the instrument, and two raised new viewpoints. One faculty member expressed the hope that the relationship of development and excellence in teaching to workload would be studied and adjustments made. Another made the point that the tieing of the reputation of the program to a specific person could be detrimental.

Effectiveness of the Program and Quality of Products Characteristics 42-53

Characteristics 42-53 focused on criteria for judging effectiveness of the program and the quality of its products. These items are listed in table 6 below.

Table 6. Program Effectiveness and Product Quality

Item	Should be used Yes	No	No response
42. Direct costs of running program.	70%	30%	36
43. Quality of courses or curricula assisted.	89	11	31
44. Match between projects developed and University priorities.	73	27	36
45. Extent of research conducted and reported.	67	33	35
46. Cost benefit of program.	73	27	38
47. Effective as a networking device to identify and link resources and people.	87	13	29
48. Effectiveness of the administrative interventions conducted by the program.	46	54	50
49. Produces and increased concern for professional excellence in teachers and administrators.	87	13	33
50. Produces creative and effective products (e.g., instructional materials) for national use.	51	49	34
51. Sensitivity to the needs and expectations of the State and Federal governments.	55	45	40
52. Secures external funding for projects.	72	28	39
53. Improves faculty/administrator relationships.	73	27	37

Three expectations were strongly supported, items 43, 47, and 49, the quality of courses or curricula assisted, effectiveness in identifying and linking resources and people, and increased concern for professional excellence in teachers and administrators.

Items receiving the least support were numbers 48, 50 and 51. In addition, response to item 48, effectiveness of the administrative interventions conducted by the program, was omitted by a record number (50) of the faculty. Item 50 referred to effective products for national use; item 51 of sensitivity to the needs and expectations of State and Federal governments.

The majority of the 19 written responses were criticisms of the instrument. Two respondents focused on research as a program product; one on modification of student behavior as a partial outcome of faculty development. Research in the program should be a natural outgrowth of its activities, said one faculty member. (This person warned, also, of the danger of diluting the effectiveness of the program through expenditure of energy to find and meet all of the evaluation criteria.) Another person suggested that the theories of instruction be analyzed to provide a focus for research. The view expressed by one respondent on student behavior is quoted in full: "The most important goal should be to modify students' behavior so that they will buckle down and study for a change - this can be achieved in part (but only in part) through the faculty development program."

One person added a 54th item: "Increased faculty understanding of the processes of education and of curriculum and instructional development."

CRITICAL CRITERIA

Faculty were asked, as a last question, to select those five of the 53 criteria which they believed to be most critical for determining the worth of the program. In other words, which expectations were held highest. They were not required to rank the selected criteria. The fifteen most frequently selected items in order of their frequency are listed below.

Table 7. Critical Criteria

	Item	Selected by
14.	Program has helped people become better teachers.	58
15.	Positive impact on student learning.	46
2.	Improvement in faculty ability to design and implement an instructional change.	40
12.	Improves faculty teaching through a systematic process using development and evaluation.	33
49.	Produces an increased concern for professional excellence in teachers and administration.	31
8.	Faculty job satisfaction and sense of personal meaningfulness.	29
6.	Increase faculty interest and involvement in change.	27
47.	Effective as a networking device to identify and link resources and people.	27
1.	Improvement in design of academic curricula.	25
4.	Positive impact on faculty morale.	25
3.	Faculty support of the program.	24
17.	Improved student attitudes toward course, content and/or curricula.	22
10.	Effectiveness of in-service training activities.	21
25.	Quality of materials produced.	20
39.	Program provides dependable and complete services.	20

(A check of critical criteria against the percentage of support for each shows that they fell within the 76 to 93 percent range, the majority (12) being above 80. Four items given support at the 84 percent level or better did not appear among the highly ranked critical criteria: items 26, 27, 36, and 43. These included quality, accessibility, and organization of program staff, and quality of program or curricula assisted. Faculty may have assumed that quailty in staff and organization were inherently essential to the realization of the fifteen selected criteria.

The selected criteria, in general, strongly support excellence in teaching and learning and the corollary impact on faculty/student morale and personal sense of accomplishment. Quality in academic curricula and program products is also stressed -- seemingly, a natural outcome of improved teaching effort.

General Summary

The survey instrument itself presented a major problem to many of the faculty. That most of the 194 respondents struggled through to the end is a tribute to their persistence and speaks, also, of their concern for instructional development. Certainly their comments on the length, ambiguity, and repetitiveness of the questionnaire should be considered in planning any subsequent evaluations.

Faculty concern with the "measurability" of the criteria raised another major issue. A re-reading of the fifteen "critical criteria" points to the magnitude of the problem if one views "measurability" in a narrow, constrictive sense. What seems evident is the need to establish and monitor a process for documenting OID activities plus faculty and student responses to them.

The fifteen critical criteria clearly reflect faculty support for excellence in teaching and a sense of the need for strong administrative support in achieving excellence university-wide. They are, in effect, the summary statement for the survey.

The compiled data are useful in sensing strong and significant statements by the faculty. One should be careful, however, not to lose sight of the insights and suggestions of individuals provided in the written comments. They could provide worthwhile initiatives for the Office of Instructional Development, the OID Evaluation Committee and others.

Analysis

The results of the "visibility" and "expectations" questionnaires provide one basis for judging the activities of the faculty development program during the first eighteen months. The following conclusions seem justified at this point.

- The people and programs that make up faculty development have reasonably good visibility among UND faculty members. The Research Office, Director, and Faculty Research Committee -- which have been in place for four or more years -- are known by a majority of the faculty. The Instructional Development staff and programs, after one year, have elicited a significant amount of involvement, as well.

  The new committees and funding programs have less understanding about them, and need more publicity. Faculty members want more information about opportunities available and results of projects funded.

- The formal, centralized faculty development program, under the administration of the VPAA, has eight or more separate components (OID, ORPD, FRC, FIDC, Faculty Research Grants, Instructional Development Grants and Contracts, and Developmental Leave Supplements). It is not surprising that some faculty members find the program fragmented. Again publicity, both written and personal, and maybe just more time, are needed to help people understand the program, its goals, and resources.

- When faculty members comment that the program is not intended to serve them, that is cause for some concern. The Bush proposal singled out undergraduate education, and those colleges most heavily involved in it, as the prime concern for the new instructional development program. Yet, in word and deed the Office of Instructional Development and the related committees have served the entire campus, without exception. Although undergraduate education has had special priority for funding, the Office and the Committees have been charged as a University-wide program of instructional development. This fact may need more clarification and publicity.

- Most faculty contacts with the Instructional Development Office and committees have been "positive and fruitful." The results of these contacts, most often mentioned, are <u>personal growth</u>, <u>linkage to other people and opportunities</u>. and <u>changes in teaching and research</u>. These results seem to match the expectations which the faculty has for the instructional development program, especially the linkage and teaching results.

· The faculty has higher expectations for effects on themselves, as teachers, than on the students. Increasing interest, involvement, and ability in instructional change is among the highest expectations for the instructional development program. Activities such as the Computer Programming project and other curriculum projects, the Adult Learner Review Committee and other department reviews, and the consultation provided to instructors, for example the Community/Mental Health Nursing faculty, have had instructional change as their goal.

The Office of Instructional Development, nor the FIDC, have not adopted a "systematic approach, involving development and evaluation," if that means a single, well publicized approach to improving teaching. The emphasis, as the "Description" section indicated, has been on responding and initiating a wide variety of approaches. More discussion might be given to advancing systematic approaches, particularly those that relate to evaluation and development.

· A significant number of faculty expect that the instructional development program will have a "positive impact on students," and in particular, "improve students' attitudes toward courses, content, and curricula," and "increase students' enthusiasm for learning." Little data exists about whether changes facilitated in faculty teaching have affected students in these ways. Two examples, though, might be insightful. The Director has consulted extensively with one senior professor, who sought assistance because her students seemed bored (and so did she). Although the consultations have resulted in personal growth and some instructional change, her students still lack enthusiasm. Another chunk of the Director's time has been devoted to the "Academic Skills Project," in which direct services to students as well as training for faculty have been involved. Reports indicate that some students now write, read, compute, and even study better than before the project. Possibly we should discern more closely the limits which faculty development programs have in improving student learning, and consider more direct work with students. Yet we should keep in mind that expectations for effects on the faculty's teaching are higher than for influence on students.

· The faculty have high expectations for the quality and accessibility of program staff, and they want the program well organized, complete, and dependable. Comments from people surveyed indicate that these expectations are being met reasonably well. The description of activities portrays a "complete" set of services; response to requests usually have been quick, and office staff (notably Brenda Tweten) has received high marks from faculty, administration, and other staff. Little data exists on perceived quality of materials and services; the evaluation in the second year should focus on this expectation. Accessibility, where that

means people know the staff and can contact and communicate with them easily, has been quite good. The Director, staff, and committees have had some contact with approximately 50% of the faculty.

• Overall, faculty members give the instructional development program -- and the broader faculty development program -- good marks. They see weaknesses, as well. The program, and its various components, need to be described even more clearly. The faculty also want to know the results of activities and projects funded. And, a significant group wants the Office and committees to become a stronger voice for teaching at UND, "an advocate for weighting [teaching] excellence equally with research and publications . . .

A few faculty members have called the activities irrelevant to their interest, and this should be a cause of concern. But the program has been relevant to the needs of a wide-range of people -- a surprisingly wide range given experience at other institutions. The program seems well on its way to the goal of involving a third of the UND faculty in significant instructional development activities in the first three year funding period.

III. Next Steps

The experience of the first eighteen months, and the first round of assessment, points to certain directions for the future. This part of the Eighteen Month Report describes steps that the faculty and instructional development programs might take the remainder of this academic year and next year, which bring us to the end of the first three-year funding period.

Direct Service

· Services need to become more concrete, more focused, and more visible, and more faculty must be involved in providing instructional development services.

The Office of Instructional Development can make it more widely known that it can serve as a center for materials on teaching. For example, it has become the "depository" for resource materials collected by the General Education Committee, and for materials used by the Adult Learner Review Committee. The Office needs to continue to organize its materials and use its physical space in ways that invite faculty to use them.

Consultation has begun to move beyond the Director, with the forming of the Teaching Consulting Group, and this needs to continue. This involves faculty members as providers of services, uses their special talents, and allows service beyond Director capacity. Consultation has not been pushed, to this point, or publicized vigorously. This tact, in part, has created a non-threatening image for the program. This service needs to become more visible and aggressive, but with this image in mind. In addition to consultation, the Office should continue to assist individuals and departments where its involvement can lead to stimulation among the faculty, change in instructional approaches, or improvement in student learning. Honors, Instructional Media, Science Education, Academic Skills, and CTL/Foundations have been the assistance projects during the past months.

The Office might sponsor more workshops and seminars, either itself or through the Instructional Development Contracts funds. Campus-wide workshops which give visibility to teaching and cause groups of faculty to discuss important instructional issues should be a priority. Also, the Office should continue to respond to requests for workshops in departments and colleges.

Funding

· Instructional Development Contracts funding needs sharpening and better publicity to the faculty. The use of this funding has been effective in at least two ways: it has allowed the instructional development program to be responsive to the needs expressed by faculty members and unit administrators. With these funds, administered by the Director, we

have been able to act quickly and decisively when an opportunity presented itself. This approach has helped create an image of the Office of Instructional Development as responsive to the faculty and resourceful in the use of instructional development funds. Also, the Contracts fund has allowed the Office to initiate projects to effect teaching and learning; examples include the awards to the Honors Program, the Instructional Media Consulting Group, and the Teaching Consulting Group.

This fund, though, has not had enough definition in the minds of some faculty members. And, it has been seen inappropriately by others, i.e., as a source of travel, supplies, or equipment funds when department funds are depleted. In the next few months, the Office should begin to clarify this fund, publicize its uses in the first eighteen months, call again for proposals, and more actively discourage inappropriate requests. An even greater emphasis might be given to those projects which promise 1) significant impact on teaching and learning institution-wide (or at least across departments), 2) participation among a diverse group of faculty members, and 3) involve faculty members as providers of instructional development service.

In summary, the Contracts fund has become a "grab bag" for requests for instructional development and related activities; it probably should be more clearly focused in its purposes and intents.

· Instructional Developmental Leave Supplements have been the most exciting and most frustrating funding program. The faculty members funded during the first year are undertaking projects truly significant to their professional lives, and each is a substantial and intensive undertaking (see the list in the "Description" section). And, each person funded has been sincerely grateful, even touched by the support UND could provide through this fund. For these reasons, alone, this funding should continue.

Yet, it still remains difficult for faculty to envision leaves that focus substantially on instructional development, where that means improving knowledge and skills in pedagogy, rather than discipline. Both content and method are important in the improvement of teaching, and a meaningful instructional development program must support each, and ours has through this fund and other activities. Still, when it comes to thinking about leaves, the instructor is more likely to plan a year at Cal Tech studying physics rather than at U. Nebraska or MIT learning more about how to teach it.

This frustration -- and lack of focus of the Supplements on more directly instructional issues -- may not be resolvable. Faculty members need to get as much out of their leaves as possible; that's why we have funded leaves that have research or artistic work as a co-purpose, even the more important purpose. But, the Office of Instructional Development, assisted by the FIDC, might provide more information about the possibilties for instructional development leaves, and might more actively seek candidates for these leaves. Also, the Director, who administers this fund, might be less receptive to requests to support research leaves which have instructional development as a secondary purpose.

This funding program is well-thought-of; it may not be having as many instructional results as possible, however.

• Funds for instructional development also have come from departments, colleges, and other offices during the first eighteen months of the program. In some cases a dean or other administrator has matched funds from the Grants, Contracts, and Supplements awards. In other cases they have found extra supplies, equipment, travel, or salary funds to support instructional development projects. This funding must continue. The Bush money should be seen as funding which allows significant faculty development and instructional improvement projects not possible from current operating budgets. But the regular academic and service budgets also have the purpose of supporting the instructional improvement work of our faculty. The difference between Bush and regular funding is more one of degree, rather than kind or purpose. Department and college budgets are limited, spare in some cases, so the Office of Instructional Development and the FIDC should continue to be receptive to any kind of request. Yet the Director and the Committee should not fund the instructional development that these units can and should support themselves.

Advocacy

• The Bush proposal called for the instructional development program to give new emphasis and importance to teaching at UND. This result has not happened to any great degree. The proposal and faculty members comments reinforce the Director as a spokesperson for excellence in teaching and the reward of that excellence in tenure and promotion (although, recall that just 46% of faculty members surveyed expected the instructional development program to have an impact on tenure and promotion procedures and policies). Although influential through consulting with individuals, departments, and some senior administrators, the Director has not been a particularly effective spokesperson. On this account much improvement could be made in the next eighteen months.

The Director has no forum for speaking out about instruction; the Dean's Council and the yearly promotion and tenure processes have not included either the instructional development or research directors. Resources and rewards are influenced by participants in the Council; research, and now Outreach activities, have special spokespersons on the Council, and consequently in the reward process. Instructional development has no special spokesperson; it should have such a spokesperson.

Also, more attention might be given by the Office of Instructional Development and the FIDC to the reward system, its policies and procedures, and ways of measuring and documenting teaching performance. The UFDC recently has undertaken a task of helping faculty find better ways to document their instructional work; the Office might profitably give more time to this kind of advocacy.

• The faculty, as surveyed with the "Expectations Questionnaire," have a relatively low expectation for "administrative interventions" by the Office of Instructional Development and related committees. Administrative interventions, though, have been part of the work of the Office in the first eighteen months; some have been successful, others have not.

The Academic Skills project has involved leadership and coordination of a number of people and departments on the campus. The Director, working with the Coordinator of Learning Services (H. Huseby) has put together a successful structure and program, at least to date. In the area of instructional media, we have had less success. The Director has proposed a new administrative organization and new program emphasis, which have not found support from major administrators, or the media coordinators themselves. Also, the Director has not been effective in finding adequate physical facilities for the Office and the instructional development program.

Administrative interventions seem necessary to fully accomplish the objectives of the instructional development program, and this should be continued. Yet, they take time away from other activities. On this point some discussion should take place about the role of the Director in the program. Should the position be considered and practiced as an "administrative" position, in which the person spends most time planning, organizing, evaluating, and politicing for instructional development within the University. Or should the role be seen more like a "faculty" position, with time devoted primarily to providing instructional development services? (With this conception, the administrative task would be in the hands of others, e.g., VPAA.) Actually the question is "What is the right mix?" What time and energy should be devoted to participating in the administration of the University? And what time can be taken away from providing the direct service and funding opportunities? The role of the Director needs continuing development, itself, and clarification over the next months.

· Publicity of program activities and results should get more attention in the next year. Faculty and others need a better understanding of the program; a lot of time was spent in the first year in communicating with faculty members, deans, and senior administration about the plans, policies and procedures, and activities; this should continue to get priority time from the Director, the FIDC Chairman, and even the VPAA.

Also, publicizing the results of instructional development activities should be a good strategy for giving teaching more visibility at UND, for providing more acknowledgement and reward to those faculty who do outstanding work, and for gaining increasing involvement and support for instructional development. In the next semester the Office of Instructional Development will begin a series of Instructional Development Monographs, which feature some of the teaching projects and ideas of UND faculty. Also, the newsletter will be put out again. Beyond these steps the Office and the FIDC should explore additional modes for publicity: seminars, written synopses of projects funded, UND Radio and TV.

Other Next Steps

· Faculty members need to continue to become involved in the program as providers of services and as decision makers. This key concept in the Bush proposal has been hard to implement; faculty members have full-time jobs (and more) themselves, and the time and attention they can give to actually doing something with the program is limited. Yet, the concept is an important one, not only because there are talents to share among the faculty, but because the disadvantages of tying the program to one person, office, or small group of faculty should be avoided.

The Teaching Consulting Group, some of the Contracts projects (i.e., Furman, Henry), and the cooperation of the Office of Medical Education (Hank Slotnick) have been a good start in involving faculty and staff with the program. In the next months more of the Instructional Development Contracts fund might be used to increase the involvement. The Faculty Instructional Development Committee has become more involved in the overall instructional development program, beyond awarding the Instructional Development Grants. This group of faculty have helped the Director shape other funding opportunities; they have begun to act to help faculty better evaluate and report their projects; and they have been advocates for instructional development, collectively and individually. This activity needs to continue; this Committee needs to continue to develop into an effective component in the program. The Director, VPAA, and the University Senate should continue to work closely with this group, giving time and support to facilitate its work.

· The distinctions and relationships between instructional development and faculty development need to be clarified. Two issues seem important at this point.

Who is responsible for a faculty development program? The Instructional Development Director is often referred to as the Director of Faculty Development. Yet, faculty development involves professional development in research and service, as well as teaching. Faculty development does not just mean teaching development. The Bush proposal puts the VPAA and the UFDC at the handle of an umbrella that shades the offices and committees devoted to research and instructional development. Yet, the Committee has moved slowly, and has not established a real presence within the University. Is the VPAA responsible for a faculty development program? Is the UFDC (or maybe its Executive Secretary)? Does the Instructional Development Director have some special responsibility for faculty development, in addition to instructional development? These questions merit continued discussion and clarification in the next few months.

· And, the program should continue to examine its assumptions. The Director, the FIDC and UFDC, and the VPAA are key to that examination. The Bush proposal emphasized "retrenchment" as an assumption about the future at UND; lower enrollments, less mobility for faculty members, professional stagnation, and poor instruction for students were among the strongest themes used in the planning of the program presented to the Foundation. The proposal stated "Professional and personal stagnation is the most general threat to the quality of instruction in higher education in the 1980's. UND's instructional development program will take this threat as its fundamental prior concern." In the first eighteen months personal and professional stagnation has not stood out (at least to the Director and the FIDC) as a predominant threat to the quality of instruction at UND. The University does have on its faculty individual members who badly need professional renewal, even rehabilitation. But it also has young faculty members who need a good start in their teaching careers and veteran professors who are vigorous, yet lack resources necessary to improve and continue developing their instruction. The program has not zeroed in on "the deadwood" because little has been found. The Office and the funding opportunities need to be effective in

helping with the problem of ineffective professors, but it should not spend an inordinate amount of its resources in this direction. Some faculty members, considered ineffective, are performing quite well if you just look closely at their work. More publicity about teaching -- particularly about those faculty who use unconventional methods or who teach low-visibility areas -- might be a greater priority of the Office and FIDC. The greater group of faculty members simply need information, consultation and assistance, some funding, and recognition and reward for jobs well done. The program should continue to put most of its time and resources into assisting these needs. But, more importantly, those responsible for the program should continue to discuss the question "What is most needed to enhance the quality of instruction for students and the professional lives of faculty at UND?" The implicit and explicit answer will have a lot to do with the direction of the program.

· One goal for the instructional development program, presented in the Bush proposal, was the coordination of existing instructional development activities. The proposal described these activities as "uncoordinated, without any overriding goal or underlying philosophy."

The goals and philosophy have evolved in the first eighteen months. The instructional development program, all of its components, is guided by a single, consistent objective: "to provide resources for improvement of instruction and the professional development of UND faculty members as teachers." The philosophy consists of the UFDC's definition of faculty development which gives the individual faculty member responsibility for development and the University responsibility for providing the resources to support it. Also, the approach taken by the Office of Instructional Development, which emphasizes faculty involvement combined with strong administrative leadership, is part of the program's operating philosophy.

Coordination, on the other hand, still remains incomplete. The Office and the FIDC are well coordinated; the Office and the departments and colleges have effective working relationships; individual projects funded by the program appear to be coordinated where necessary. But the links between the Office and the faculty evaluation "system" (which is decentralized in the colleges), between the Office and the media units, and between the Office and Committee and special activities, such as the teaching awards, have not been well made.

The concept of coordination of faculty development activities (what is meant by it at UND) and the specific links among activities needs discussion in the second eighteen months.

· The Bush proposal stated that the University would "recognize those accomplishments of those who do show professional growth, [and that] this recognition should be granted through the University's traditional faculty reward system." Specially, it prescribed that the Instructional Development Office should "provide incentive to faculty to become involved in instructional development activities by establishing them as influential considerations in the University's peer evaluation process as it relates to tenure, promotion, and salary recommendations." Much more needs to be done on this account.

Professional growth, instructional development, and outstanding teaching do not go unrewarded at UND; the current promotions list makes this clear. Yet no new emphasis has been put on teaching and its development in the past eighteen months. In fact, if you talk to many faculty members, they tell you that teaching has become less valued as more emphasis has been placed on research. A faculty member only has so much time, and as he spends more on research, he necessarily spends less on teaching and instructional development.

Instructional Development activities, and their results, have not been established as influential considerations in the tenure, promotion, and salary processes, if that means making them announced priorities for the University or putting special spokespersons for teaching in these processes. As described above, the promotion process includes special spokespersons for research and service, but not teaching. The Instructional Development Office has informal and persuasive means for establishing teaching and instructional development in the reward system, and these should continue to be used. More formal, and more dramatic, ways of making teaching a truly significant criteria in evaluating and rewarding faculty members might be considered as the next funding period approaches.

. The evaluation of the instructional development program has proceeded slowly. The data collected by the Evaluation Committee, the individual project reports, and this Eighteen Month Report provide a first formal look at the program, and serve as a basis for the next steps in evaluation. The Evaluation Committee should begin next semester to plan an evaluation which helps guide the planning for a second proposal to the Foundation. That planning begins in earnest in Summer 1982, and finishes that Fall. The Committee might work even more closely with the Office (as well as the VPAA and the Foundation) to ensure that records, assessments, and reports are made which provide the kind of information useful and necessary for planning and for satisfying the program's publics.

An End Note

The Bush proposal prescribes that "the mission of the Instructional Development Officer [and the entire instructional development program] will be, first, to establish through action the fact that instructional development is indeed a high priority of the University of North Dakota; and second to support vigorously the improvement and continuing renewal of teaching at the University." The activities of the last eighteen months have gone some way in filling this mission. A strength of the program has been that its mission is ambitious. Significant discussions (on many questions raised in the points above), continued involvement by the faculty and administration, and good work remains to be done.